

# School Choice for Some???

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Council for Exceptional Children (CEC)

# Agenda

- Types of Private School Vouchers
- Vouchers in the States
- Vouchers – Administration and U.S. Congress
- Reasons to Oppose Vouchers
- CEC's Position on Choice
- Support Public Education

# Types of Vouchers



## Traditional Vouchers

- All Students
- Targeted
  - Military
  - Disabilities
  - Poverty
  - Poor Performing Schools
  - Foster Child



## Backdoor Vouchers

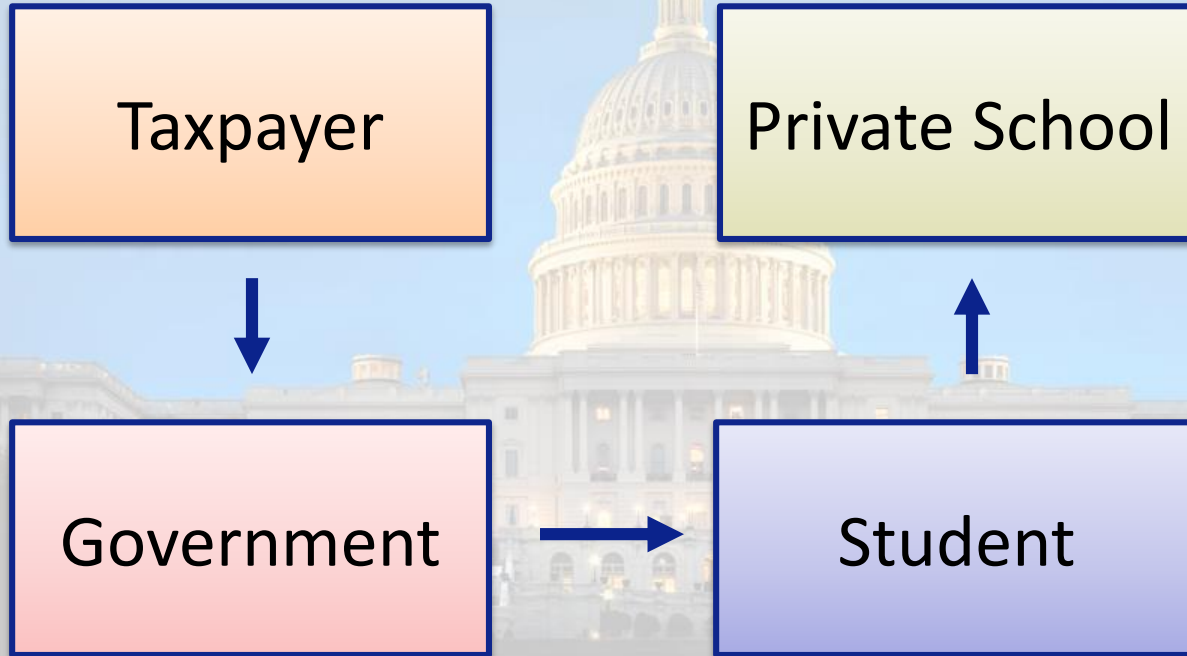
- Tuition Tax Credits
- Education Savings Accounts



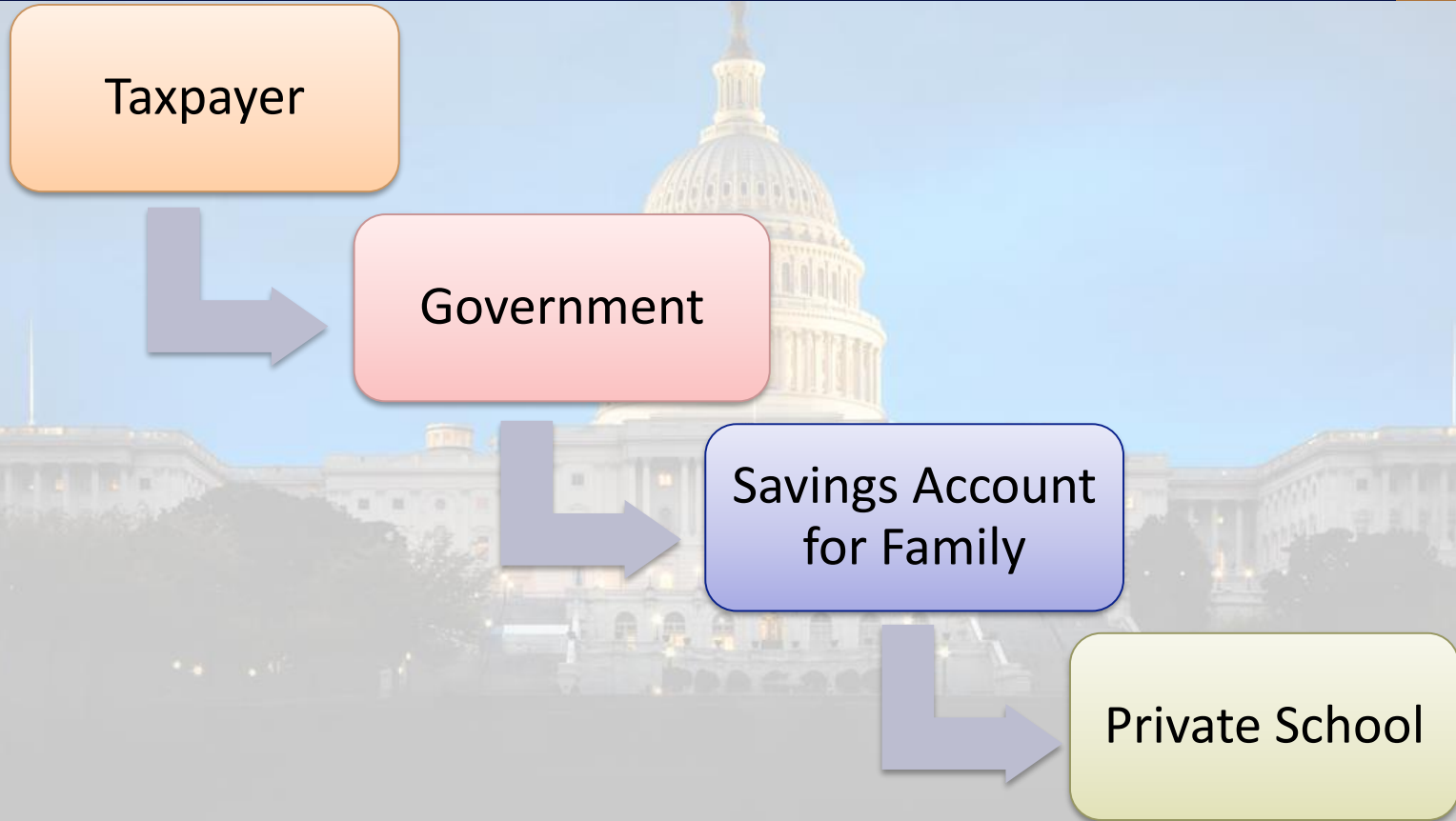
## Portability

- A Step Towards Vouchers
- Title I funds “follow the student”

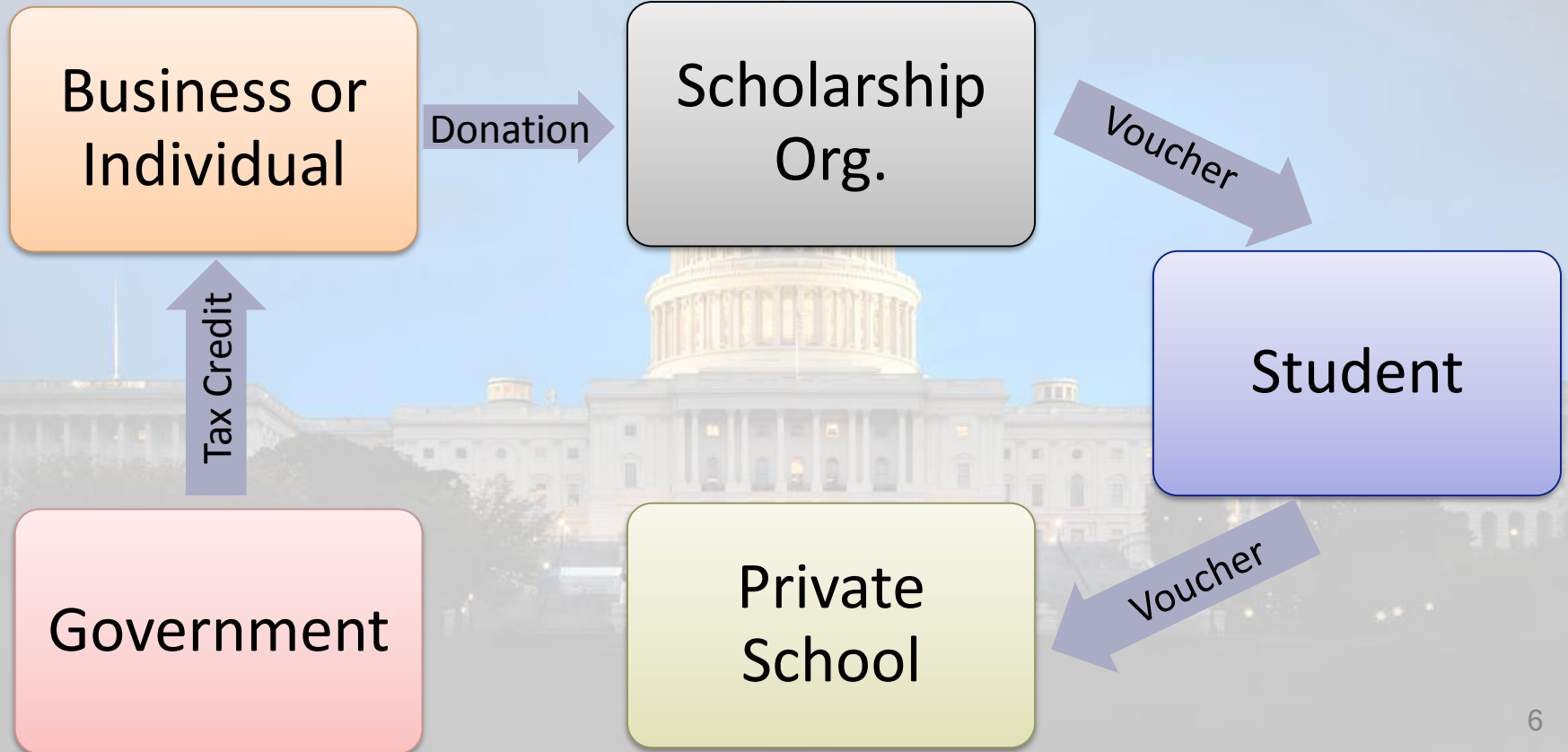
# Traditional Voucher



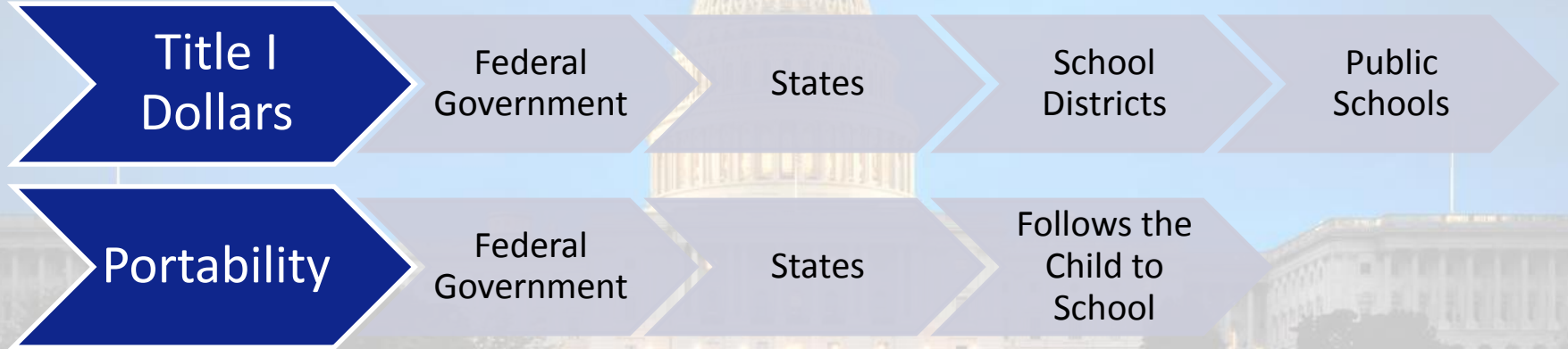
# Education Savings Account



# Tuition Tax Credits

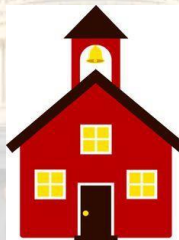


# Title I Portability



# Title I Portability

## The Money “Follows the Child”






# Title I Portability



Original attempts allowed money to flow to private schools as well



Once the funding formula is broken, easier to turn it into a voucher

# Vouchers in the States

46 programs in 25 states

**21 Voucher**

(10 – focus on students with disabilities)

**21 TTC**

(2 – focus on students with disabilities)

**6 ESA**

(4 – focus on students with disabilities)

Alabama, Arizona, Arkansas, Florida, Georgia, Indiana, Iowa, Kansas, Louisiana, Maryland, Mississippi, Montana, New Hampshire, Nevada, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Virginia, and Wisconsin. Programs have also been enacted in Washington, D.C. and Douglas County, Colorado.

# Actions the Administration & Congress Could Take

○ Tax reform – Tuition Tax Credits

○ Appropriations – Grants to Study & Expand

○ ESSA Implementation

○ Stand-Alone Legislation

# Congress - Stand Alone Bills

## **H.R. 610, Choice in Education Act – King (R-IA).**

- Creates vouchers using federal funds

## **S. 235, CHOICE Act – Scott (R-SC).**

- Expands schools choice for students with disabilities and children from military families.
- Expands existing District of Columbia voucher program.
- CHOICE Act introduced in House – Rokita (R-IN)

## **S. 148, Education Opportunities Act – Rubio (R-FL).**

- Federal tax credit for private school scholarships.
- Educational Opportunities Act introduced in House – Rokita (R-IN).

**ALL ARE NON-STARTERS IN THE CONGRESS!!!**

# Congress - Stand Alone Bills

## **S. 1294, Native American Education Opportunity Act – McCain (R-AZ).**

- Education savings accounts for Native American tribes.

## **H.R. 1462, Ending Common Core and Expanding School Choice Act – Biggs (R-AZ).**

- Portability – Title I funds – follows student in public or private school.

## **H.R. 2624, Military Child Educational Freedom Act – Wilson (R-SC).**

- Use Coverdell savings accounts for home – schooling activities.

**ALL ARE NON-STARTERS IN THE CONGRESS!!!**

# Trump Campaign Promise



**PROPOSAL:** Mr. Trump's first budget will immediately add an additional federal investment of \$20 billion towards school choice. This will be done by reprioritizing existing federal dollars. Specifically, Mr. Trump's plan will use \$20 billion of existing federal dollars to establish a block grant for the 11 million school age kids living in poverty. Individual states will be given the option as to how these funds will be used.

# Trump & DeVos Education Budget

## DEPARTMENT OF EDUCATION OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

*Federal Funds*  
EDUCATION FOR THE DISADVANTAGED  
For carrying out title I of the Elementary and Secondary Education Act of 1965 (referred to in this Act as "ESEA") and section 4184 of the Higher Education Act

3100	Miscellaneous (non-add) entries		9,429	9,686	9,200
3200	Disobligated balance, end of year		9,686	9,200	9,333
	<b>Budget authority and outlay, net:</b>				
	Discretionary		16,017	15,987	15,927
4000	Budget authority, gross		2,546	2,781	2,775
4010	Outlay, gross		8,071	8,671	8,268
4020	Outlay from non-discretionary authority		15,817	16,432	16,343
			16,017	15,987	15,927
			16,817	16,432	16,343

\$250 million to expand and study private school vouchers

### FEDERAL LEVEL

2016-2017	2017-2018	2018-2019
Authority	Authority	Authority
Year	Year	Year
95,375	95,005	94,666
18,821	17,841	17,962
10,996	10,106	10,348
-20	+20	+81

shall be for grants to local educational agencies to implement weighted per-pupil funding systems through a demonstration agreement with the Secretary under Part E of Title I of the ESEA that meets the requirements of section 1501(d) of the ESEA and includes an open enrollment system allowing students to enroll in a public school selected by their parents. Provided further, That the Secretary may establish requirements for such grants related to the implementation of open enrollment systems. Provided further, That the Secretary may enter into a demonstration agreement with any local educational agency that meets the requirements of this section. Provided further, That the Secretary may enter into a demonstration agreement with any State that meets the requirements of this section. Provided further, That \$41.5 million shall be available for such demonstration agreements.

Grants to local educational agencies.—Funds are allocated via formula for programs that provide academic support to help students in high-poverty schools meet challenging State standards. States assess annually all students in certain grades in at least English language arts, mathematics, and science; develop systems to differentiate among schools on the basis of performance

\$1 billion to encourage districts to adopt Title I portability

Note.—A full-year 2017 appropriations request was requested, therefore, the budgeting appropriations Act, 2017 (Fiscal Year 2017) is the authorized level provided by the Congress.

0000	Disobligated by program activity		14,863	14,861	14,823
0001	Direct to local educational agencies		507	507	440
0002	State agency programs: Migrant and nonmigrant		370	374	374
0003	State agency programs: Migrant and nonmigrant		45	45	45
0004	State agency programs: Migrant and nonmigrant		45	45	45
0005	Comprehensive literacy development grants		170	170	170

Programs to enhance support for students and families for students in need of services to neglected or delinquent children and youth in State-run institutions, attending community day programs, and in correctional facilities.  
Special programs for migrant students.—Funds support grants to institutions of higher education and nonprofit organizations that assist migrant students in earning a high school equivalency certificate or in completing

Cuts current public school programs to pay for it

2016 actual	2017 est.	2018 est.
4	4	4
25	25	25
1	1	1
4	3	4
18,840	18,000	18,118
18,840	18,006	18,156

3100	Disobligated (non-add) entries		9,429	9,686	9,200
3200	New obligations, unexpended accounts		10,961	10,986	10,516
3201	Outlay (gross)		-15,612	-16,432	-16,343
3340	Reversals of prior year unpaid obligations, unpaid		-2		
			9,696	9,260	9,333

IMPACT ACT  
For carrying out programs of financial assistance to federally identified schools authorized by title VII of the ESEA, \$1,236,435,000, of which \$1,166,612,000 shall be for basic support payments under section 7002(b), \$48,224,000 shall be for payments for children with disabilities under section 7003(d), \$17,373,000, to remain

# The Congress and Vouchers

- Getting vouchers through Congress might be a very tough sell.
  - Democrats don't like vouchers.
  - Republicans don't like federal programs.
  - Nobody thinks the Congress has the votes to do a federal school choice law.
- Expanding school choice is a nonstarter with House and Senate appropriators!
  - Recently lawmakers in both chambers have failed to fund either of the school choice proposal in the President's FY 2018 budget (with the exception of a small increase for charter schools – language in bill states Secretary must get OK from Congress to create a school choice initiative with the funds).



# The Congress and Vouchers

- Congress not supportive of White House backed first-of-its-kind federal tax credit scholarship program.
  - Contentious provision that could complicate already fraught politics of passage.
  - Fiscal hawks are worried it will add to the final cost of a tax bill.
  - School choice will complicate the overarching goal of tax overhaul – streamlining and simplifying the tax code.

# Recent White House on Vouchers?

- Looking less likely the White House will push to include a federal tax credit scholarship program in the sweeping tax overhaul package.
- White House spokesman recently said the president is still “committed to pursuing a robust school choice proposal.”
- Another vehicle to pass – budget reconciliation??? – not likely!

# Recent White House on Vouchers?

- Rumors – President's FY 2019 Budget
  - Possible leaked memo (accuracy???) from White House's Domestic Policy Council to the Office of Management and Budget
    1. \$1 billion to create an education savings account for military families living on bases.
    2. State option funding stream – enhance and supplement existing school choice programs or create a new program.

# U.S. Secretary of Education on Choice and Public Education

- Secretary DeVos championing school choice for more than a decade through advocacy organizations like the American Federation for Children.
- What does the U.S. Secretary of Education say about school choice and public schools?:
  - “Every family should have the ability to choose the learning environment that is right for their child. They shouldn’t have to sue their way to the Supreme Court to get it.”
  - “School choice “can help” advance God’s kingdom.”
  - “Dead-end public education system.”
  - “If we truly seek to be student-centric we must give families increased choice.”

# U.S. Secretary of Education on Choice and Public Education

- After nine months in office no specifics about how she and her department will “reinvent” education in the nation.
- Heard from an educator – “Many of us have been rethinking schooling for years and making significant strides in innovative and effective education in learning models that are different from the “old days”.”



# U.S. Secretary of Education on Choice and Public Education

## Three Ways DeVos Could Push Choice Without Congress

1. Make it a priority for federal grants
  - Draft federal grant priorities released by ED – comments due Nov. 13 – big emphasis on choice included
2. Use her secretarial megaphone – speeches on virtues of choice
3. Open up the Every Student Succeeds Act's weighted student-funding pilot.
  1. LEAs to combine federal, state, and local dollars into a single funding stream tied to individual students.

# Not a Viable Solution for Vast Swaths of America



- Severe limitations of the Administration's one-sized-fits-all vision of expanding private school voucher nationwide:
  - Rural and suburban areas are either sparsely populated or organized in small districts where there are not enough schools for vouchers to be a viable or effective policy solution.
  - Vouchers could dramatically destabilize public school systems and communities.

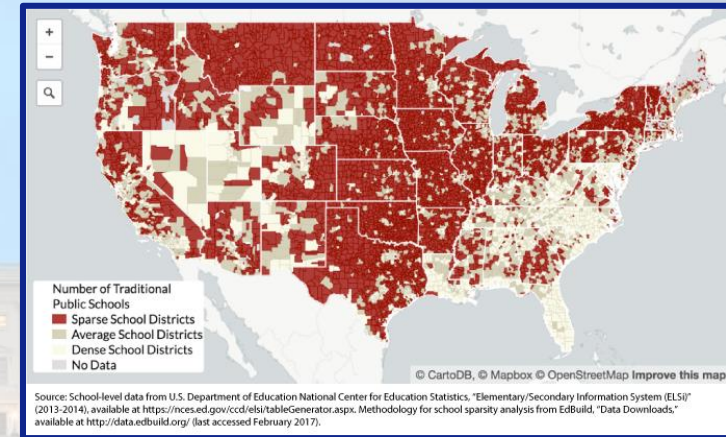
# Not a Viable Solution for Vast Swaths of America

- Senator Mike Enzi (R-WY) used his limited time for questions during DeVos' confirmation hearing to speak about the special challenges facing rural and frontier schools in Wyoming.
- Dense districts – New York City, 1 million students, 1,500 public schools.
- Sparse Districts – Montana, 150,000 students, 413 districts.



# Not a Viable Solution for Vast Swaths of America

- 85% of the 11,200 regular school districts fall into two categories of sparse and average districts – vouchers unworkable as a logistical matter.
- The President has advocated for a funding distribution that would favor states that have private school choice.
- States that do not allow private school vouchers, could lose funding as formulas shift funding toward states that do.



# Reasons to Oppose Voucher Schemes

Violate Principles  
of Religious  
Freedom

Don't Improve  
Education

Don't Help  
Students with  
Disabilities

Don't Improve  
Public Schools

Lack  
Accountability

Students Lose  
Rights

Schools Choose  
the Kids

Vouchers Don't  
Help Kids in  
Poverty

Vouchers Aren't  
Popular

# Vouchers Violate the Principle of Religious Freedom



The vast majority of vouchers go to religious schools

The government should not fund religious education

Taxpayers should not be forced to fund religious education with which it disagrees

# Don't Improve Student Achievements

## Louisiana:

“Students using an LSP scholarship performed significantly **worse** in math after using their scholarship to attend private schools.”

## Indiana:

“Voucher students who transfer to private schools experienced **significant losses** in achievement.”

## Ohio:

“Students who use vouchers to attend private schools have fared **worse** academically compared to their closely matched peers attending public schools.”

## District of Columbia:

“The OSP had a statistically significant negative impact on the mathematics achievement of students offered or using a scholarship.”

# Vouchers Don't Improve Public Schools



Vouchers aren't school reform

They take money away from solving real problems

They only go to a few students

# Vouchers Drain Funds from Public Schools

Same overhead and administrative costs but less money

Milwaukee raised taxes

Indiana an extra \$16 million

# Vouchers Drain Funds from Public Schools

Reduces number of students

Reduces number of dollars in the community

Vouchers

Reduces dollars overall

Places a larger burden on the community

# Vouchers Lack Accountability

No reporting

No testing

No accounting for funds

No teacher standards

No curriculum standards (creationism, dinosaurs)



# Voucher Students Lose Rights

IDEA

Title IX

Due  
Process

Free  
Speech

Open  
Records

# Vouchers Don't Allow Parents to Make Better Decisions

Parents aren't given full and accurate information

Voucher schools can reject students for many reasons:

Religion

Disability

Money

Academic Record

Gender

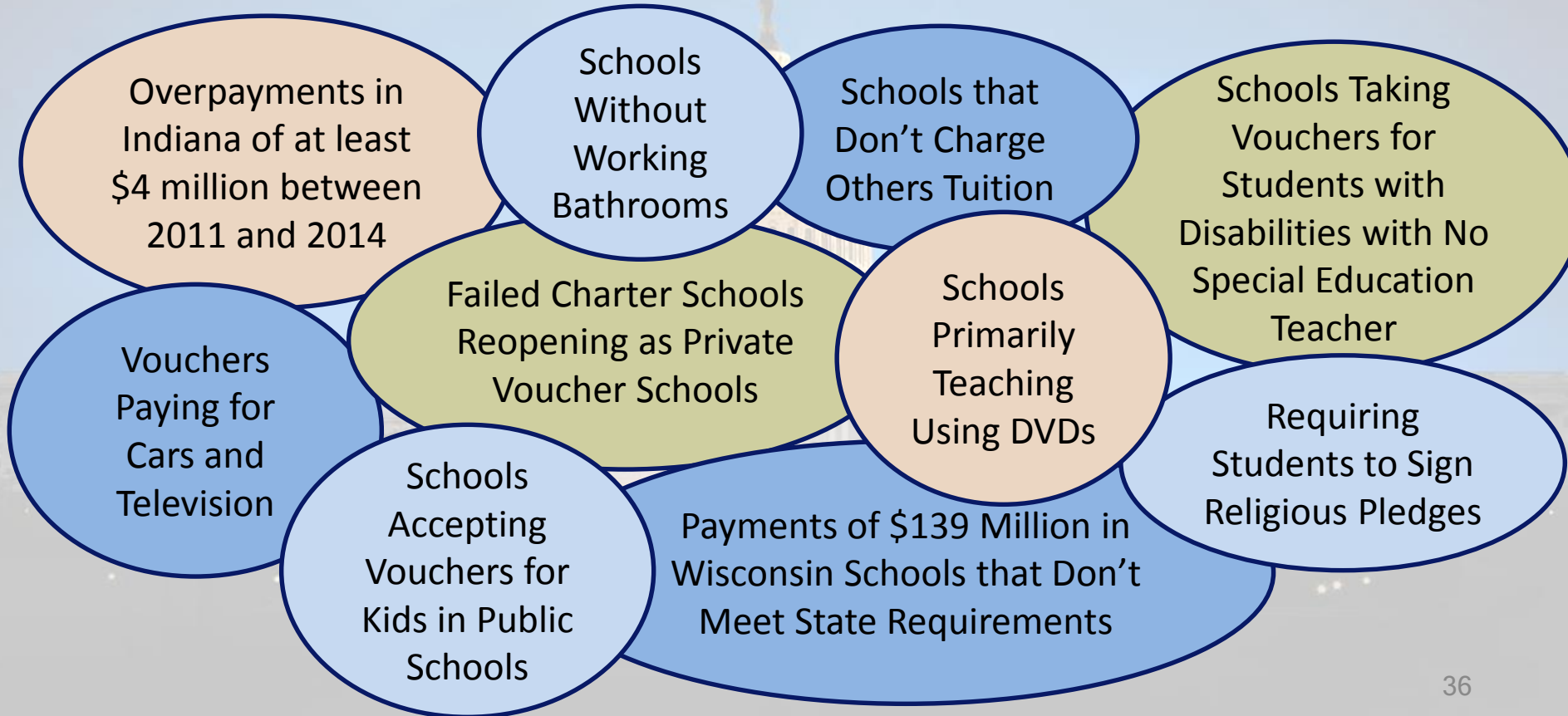
# Vouchers Don't Help Low Income Students

Vouchers can't pay full tuition for most private schools

In Cleveland, the biggest obstacle to students was not being able to pay any extra money

Indiana program funded mostly students in private schools already, costing an extra \$16 million

# What Could Go Wrong?



# CEC's Position on School Vouchers



**Trump Administration Proposal –  
CHOICE – FOR SOME!**

- CEC opposes private school vouchers:
  - Contrary to best interests of children and youth and their families, the public school system, local communities and taxpayers
  - Contradict and undermine central purposes of civil rights laws (IDEA)
- CEC opposes private school vouchers for these specific reasons:
  - Absence of necessary accountability
  - No guarantee of FAPE
  - Families opt out of procedural protections
  - Segregation within the private school
  - No guarantee of equal access
  - Promotes re-segregation rather than diversity
  - Use of public education funds for private schools

# CEC's Policy on Charter Schools

**Charter Schools must reflect a commitment to free and universal public education, with equality of educational opportunity for all.**

It is the policy of CEC that the following criteria with respect to children and youth with exceptionalities be adhered to when parents, professionals, school authorities, policymakers, and authorizers consider the development of charter school policy, the content of contracts or agreements establishing individual charter schools, the operation of charter schools, and the renewal of a charter:

# CEC's Position on Charter Schools



## **Student Access:**

- Charter schools must be required to abide by the same nondiscrimination and equal education opportunity laws that apply to other public schools.

## **Provision of Free, Appropriate, Public Education Provided in the Least Restrictive Environment:**

- As public schools, charter schools must be required to provide a free, appropriate, public education provided in the least restrictive environment to students with disabilities, and to ensure all of the other basic fundamental procedural rights in accordance with applicable laws, such as the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act in the United States.

## **Financing the Education of Children With Exceptionalities:**

- Policies for charter schools and, when appropriate, charter agreements themselves, should explicitly identify responsibility for providing and paying for any special services associated with educating children and youth with exceptionalities in charter schools.

## **Accountability:**

- Charter schools must be held accountable by the highest governmental authority and, when appropriate, local school programs, for providing special and gifted education and related services to children with exceptionalities, consistent with the laws applicable to public schools. These accountability measures include participation in assessment and accountability systems and adherence to personnel qualification requirements.

# Senator Bennet (D-CO) on Parent's Choice



“ I support parents' choices on high-quality schools and charter schools, and I think it plays a critical role in education. The goal for me has never been in school choice for its own end. The goal is high-quality public schools for every kid in every neighborhood to receive a great education. ”

Senator Michael Bennet (D-CO)  
Nomination Hearing for Betsy DeVos  
January 17, 2017



# CEC - Charter Schools and Vouchers



## CEC's Policy on Children With Exceptionalities in Charter Schools

The Council for Exceptional Children (CEC) vigorously supports educational reform within the public schools which promote rigorous learning standards, strong educational outcomes, shared decision making, diverse educational offerings, and the removal of unnecessary administrative requirements. Charter schools, including virtual charter schools, are a form of public schools, and, as such, they are one approach many believe can be effective in achieving these objectives. However, such schools must reflect a commitment to free and universal public education, with equality of educational opportunity for all.

Regardless of who takes responsibility for the delivery of educational services for children and youth with exceptionalities - children and youth with disabilities and those who are gifted and talented - who attend a charter school, the chartering agency and authorizer, and, ultimately, the highest governmental authority, must ensure that the rights of children and youth with exceptionalities are upheld.

*It is the policy of CEC that the following criteria with respect to children and youth with exceptionalities be adhered to when parents, professionals, school authorities, policymakers, and authorizers consider the development of charter school policy, the content of contracts or agreements establishing individual charter schools, the operation of charter schools, and the renewal of a charter:*

### Student Access

Charter schools must be required to abide by the same nondiscrimination and equal education opportunity laws that apply to other public schools. Charter schools must not discriminate in their admissions policies, nor should they charge tuition or other mandatory fees.

Exceptionality status cannot be used as a criterion for excluding a child or youth with an exceptionality from attending a charter school, and policies governing admissions are participation in the school program should not exclude children and youth with exceptionalities. Charter school authorizers must require applicants to provide detailed plans that include strategies to identify and serve children and youth with exceptionalities and address recruitment and retention of well-prepared, successful special and gifted education teachers and related service personnel.

### Provision of Free, Appropriate, Public Education Provided in the Least Restrictive Environment

As public schools, charter schools must be required to provide a free, appropriate, public education provided in the least restrictive environment to students with disabilities, and to ensure all of the other basic fundamental procedural rights in accordance with applicable laws, such as the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act in the United States, including children's and youth's physical access to the education program offered. Enrollment in a charter school cannot be used to deny to a student with

a disability the free, appropriate, public education provided in the least restrictive environment to which they have a right. Charter schools operating as their own local educational agency must comply with least restrictive environment requirements in the same manner as traditional local educational agencies.

### Financing the Education of Children With Exceptionalities

Educational and other services required by children with exceptionalities, including special and gifted education and related services, can be provided directly by the charter school, or through alternative arrangements with other public schools, with local school programs or the highest governmental authority. Policies for charter schools and, when appropriate, charter agreements themselves, should explicitly identify responsibility for providing and paying for any special services associated with educating children and youth with exceptionalities in charter schools, including the cost of building renovations and the provision of special and gifted education and related services. This information must be considered by authors during the initial chartering process and in the charter renewal process.

### Accountability

Charter schools must be held accountable by the highest governmental authority and, when appropriate, local school programs, for providing special and gifted education and related services to children with

CEC's Policy on Children With Exceptionalities in Charter Schools

April 2011/1



## CEC's Position on School Vouchers

The Council for Exceptional Children (CEC) recognizes that children and youth with disabilities are entitled to equal access to the public education system and to all rights guaranteed by law. CEC advocates to ensure that children and youth with disabilities receive the equal access and opportunity that they deserve. By definition, vouchers provide for the distribution of public education funds in the form of monetary vouchers to parents of school-age children to be used toward the cost of tuition at private schools, both sectarian and nonsectarian. Ever since the current debate about education vouchers was sparked in the 1980s, legislators at every level of government have proposed and enacted school voucher and voucher-type initiatives for children and youth, and those with disabilities.

### It is the position of CEC that:

CEC opposes school vouchers for children and youth and those with disabilities as being contrary to the best interests of children and youth and their families, the public school system, local communities, and taxpayers. Further, CEC believes that vouchers both contradict and undermine central purposes of civil rights laws designed to protect children and youth with disabilities.

CEC considers vouchers inappropriate for children and youth and those with disabilities for at least the following reasons:

### Absence of Necessary Accountability

Public accountability is notably lacking for private schools, whereas local education agencies are held accountable by federal and state laws and regulations. Public schools must adhere to requirements for highly qualified staff, but private schools typically are not held to these requirements. Private schools are not obligated to participate in the regular assessments toward measuring student achievement, nor are they even bound to the requirement of an individualized education program (IEP). Further, no ongoing general supervision of the educational program is conducted by the state and local education agency, thus providing no assurance that special education and related services are being fully provided. Lastly, the regular reporting on individual student progress is not required.

### No Guarantee of FAPE

A central guarantee of the Individuals with Disabilities Education Act (IDEA) is the right to a free appropriate public education (FAPE). Evidence indicates that vouchers fail to guarantee an education at no cost to a student's family. Beyond the initial voucher payment, private schools are charging parents additional amounts. This reality ultimately makes vouchers quite appealing to middle-income and upper middle-income families, but at the same time effectively eliminates lower-income families.

### Families Opt Out of Procedural Protections

Though they may not at first realize it and may in fact be told otherwise, parents in effect discard their due process and other rights by accepting vouchers.

Several civil rights laws, including IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA), guarantee a host of longstanding protections for families that can be invoked on any and all aspects of educational programming, including mediation, due process hearings, state-level appeal, "stay put" guarantees, discipline limitations, ongoing evaluations, and assurance of alternative placements when required. Though private schools receiving voucher payments may simply be declared in compliance with the procedural guarantees of IDEA and related civil rights laws, the absence of public accountability, public supervision, and public oversight effectively negates such an assertion.

### Segregation Within the Private School

A fundamental tenet of IDEA is the requirement of education within the least restrictive environment (LRE). Since private schools are not subject to this tenet, the potential for in-school segregation of children and youth with special learning needs predictably accelerates.

### No Guarantee of Equal Access

A hallmark of public education is its availability to all children, regardless of their individual learning needs. Despite some initial efforts to provide full accessibility to all children, private schools receiving vouchers are now allowed to pick and choose whom they will enroll, and which children they will retain even after initial enrollment. For example, evidence indicates that children and youth with more severe disabilities, or those with higher cost needs or behavioral challenges, are typically not enrolled, and, if enrolled, not retained.

CEC's Position School Vouchers

June 2011/1

# Federal Budget

## CEC President Mikki Garcia Speaks Out!

- IDEA underfunded since 1975 – currently at 16% of Congressionally promised 40% of excess cost
- Jeopardizes FAPE
- Reduces access to quality PUBLIC schools that provide opportunities for ALL children
- Opposes private school vouchers
- Trump budget neglects an opportunity to answer the calls for greater federal support in key public education programs
- CEC turns to Congress to correct the course!

Budget deadline looming! Tell Congress to invest in education!



PUBLIC \$CHOOL

**Tell Congress – Invest in PUBLIC Education! Visit CEC’s Legislative Action Center!**

# 2017 PDK Poll

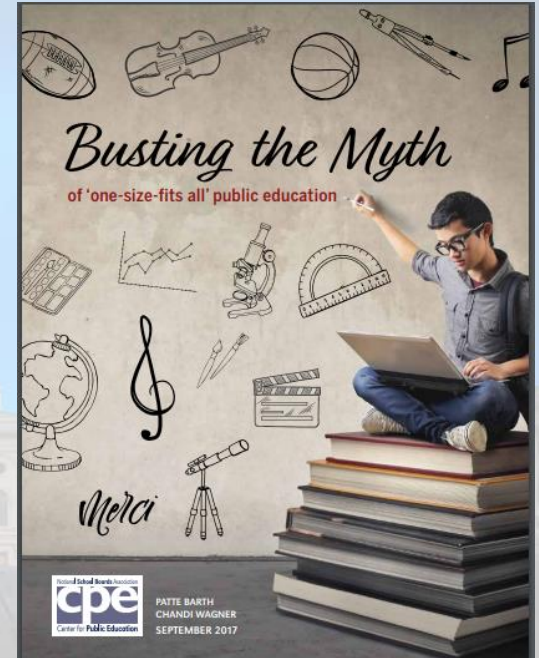
- Do you favor or oppose allowing students and parents to choose a private school to attend at public expense?
  - 52% of Americans opposed
  - 39% of Americans were in favor
- When PDK pollsters followed up with an expanded question, which asked about using public dollars to pay for private schools with religious affiliations?
  - 61% of Americans opposed

# The Public Dollars for Public Schools Act

- The Public Dollars for Public Schools Act – Representative Terri Swell (D-AL) – soon to be introduced.
- CEC along with most education and disability organizations support.
- Conversation changer!
- Stopping tuition credits – TO – closing a major tax shelter that allows wealthy individuals to profit from their “charity” to voucher programs.

# *Busting the Myth of One-Size-Fits-ALL Public Education*

- National School Boards Association (NSBA) recently released – Busting the Myth of One-Size-Fits-ALL Public Education.
  - Shows that the broadest range of educational choices for our nation's students are found inside public schools.
  - Economies of scale allow school districts to cater to the needs of many children with diverse needs.
  - Choice through a public school building or an educational program within a traditional public school.



# Stay Connected: CEC's *Policy Insider* Blog



**Council for Exceptional Children**  
The voice and vision of special education

**Policy Insider**

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06/22/2016

**Policy on Dual Language Learners in Early Childhood Education**

The U.S. Department of Education and the Department of Health and Human Services have created a joint policy to support Dual Language Learners (DLL). The purpose of this policy statement is to promote the learning of DLLs by providing States with recommendations to optimize early education experiences and promote bilingualism or multilingualism.

Read more [here](#).

Posted on 06/22/2016 at 01:16 PM in [Administration](#), [U.S. Department of Education](#) | [Permalink](#)

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**Mental Health and Wellness in Head Start**

The [National Head Start Association](#) (NHSA) has released a brief examining the mental health of Head Start staff, children, and families and lists the three most important factors in developing positive mental health in children as healthy, stable relationships with adults, an environment free of toxins and fear, and good nutrition. Resources and research are included.

Read more [here](#).

Posted on 06/22/2016 at 01:15 PM in [Administration](#), [Safe and Positive School Climate](#) | [Permalink](#)

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SEARCH

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**CEC RESOURCES**

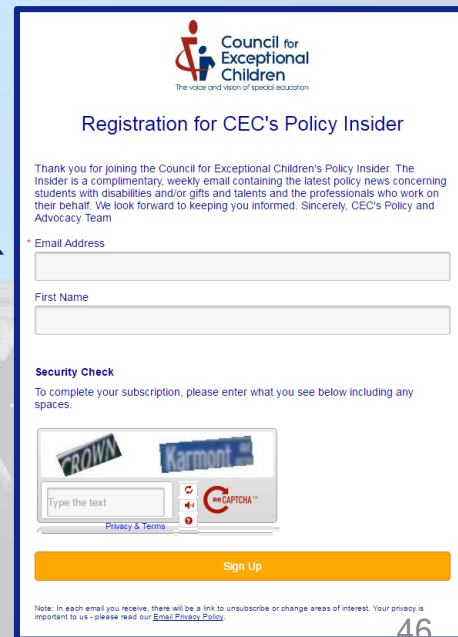
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The voice and vision of special education

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Note: In each email you receive, there will be a link to unsubscribe or change areas of interest. Your privacy is important to us - please read our [Email Privacy Policy](#).

# CEC's Legislative Action Center



The screenshot shows the CEC's Legislative Action Center website. At the top left is the CEC logo with the tagline "The voice and vision of special education". A navigation bar includes links for HOME, ISSUES, ACTION CENTER, CEC HOMEPAGE, CEC'S POLICY INSIDER, and CEC'S POSITION ON CURRENT BILLS. The main content area features a large image of three diverse children sitting at a table. To the right of the image is a call to action: "Tell Congress to Invest in Education Programs for Children with Exceptionalities!" with a sub-headline "Budgets are tight and Congress is under extreme pressure to keep funding to a minimum. Tell Congress that education cannot absorb any more funding cuts!" and a "TAKE ACTION" button. Below the image is a "Welcome to CEC's Legislative Action Center (LAC) Website!" section with several paragraphs of text. On the right side, there is a "Tweet with Us!" section showing a tweet from @CECAdvocacy with a link to a blog post. At the bottom right, there is a "Policy Insider" banner with the text "Your connection to special education policy news".

## TELL YOUR LEGISLATORS WHAT ISSUES ARE IMPORTANT TO YOU!

- Check out our newly designed website featuring CEC's engagement alerts.
- Take action on the latest legislation concerning children and youth with exceptionalities and the professionals who work on their behalf.
- Lookup your elected officials and candidates by simply typing in your zip code.
- Learn more about special education policy on the "Issues" pages.
- Send a letter to Congress on key policy issues: Register for email alerts!

<http://cqrcengage.com/cek/home>

# Twitter & Facebook



**@CECAAdvocacy**



**[www.facebook.com/cehq/](http://www.facebook.com/cehq/)**

**Follow us on Twitter and Facebook for up-to-the-minute policy updates!**





*We need men who can  
dream of things that never  
were and ask why not.*

President John F. Kennedy  
*Address to the Irish National Parliament,  
June 1963*





**“A small group of  
thoughtful people could  
change the world.  
Indeed, it's the only  
thing that ever has.”**

**Margaret Mead**

# Table Talk: Use of Public Funds to Pay for Private Schools



**CEC lists 7 reasons for opposing the use of public funds to pay for private schools for children with disabilities. Please brainstorm additional reasons for opposition:**

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**Ideas for continued advocacy in opposition at State and Local Levels:**

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- 



# Questions?



# THANK YOU!

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